



Syllabus

SCHOOL OF MANAGEMENT **ITMGMT 575: Technology Implementation and Change**

3 Credits
Effective: Spring 2014/2015

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course examines the challenges of technology implementation, change, and excellence in organizations. In this course students study both the mechanics of preparing for and implementing changes to technology systems in an organization, how change impacts and can be sustained in an organization, and how a culture of excellence can be spread in the organization. Students will be introduced to the many challenges encountered in generating change throughout an organization and with techniques which can be used to overcome those challenges. After taking this course, students will be prepared to positively and successfully introduce and scale new technologies and change in an organization.

COURSE RESOURCES

To find a list of the required and recommended resources for this course, please consult your [Course Document Lookup](#).

COURSE OUTCOMES

In this course, learners:

- Compose a business case for technology based change in an organization.
- Outline strategies to elicit and grow excellence in organizations.
- Evaluate the relationships between emotion, beliefs and behavior and the impact of these on change.
- Create and communicate plans for technology implementation and steady-state post-change operations.
- Examine different models for introducing and managing change in an organization.
- Assess how technology implementation affects the roles and relationships in an organization.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Technology Implementation Success	20%
Technology Pilot Proposal	20%
Scaling Exercise	20%
Technology Transition Plan	20%
Instructor Determined Activities (including participation)	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Technology Implementation Success

Groups of students will select a technology change which has been implemented in a company. Using an abstract representation of the change, the group will work with external contributors to develop a consensus on what constitutes success for this type of a project. The group will then develop a set of concrete measures reflecting the consensus. Finally, the group will measure the implementation against the measures and then compare those measures to objective ratings of the success of the implementation from people involved.

The technology implementation may be one from the experience of the students or assigned by the instructor. If student located, it must be approved by the instructor prior to use.

Following the process, the group will prepare a report (format - written or oral will be cleared through the instructor) which describes the results of their efforts. The report must include an analysis of potential issues with the consensus on what constitutes success and with the measures selected. The report must include a comparison of the results of the subjective ratings and the objective ratings of the measures. The report must also include lessons learned.

<i>Components</i>	<i>% of Grade</i>
Compose a business case	30%
Emotion, Beliefs and Behavior	20%
Teaming	25%
Group Presentations	25%
TOTAL	100%

Technology Pilot Proposal

Students will create a technology pilot proposal.

Each student will select a business and a technology to be piloted in that business. The student will then construct a proposal for how the technology will be piloted in the business. The proposal should consider all business and shareholder issues as well as technical issues.

The proposal must also include measures for determining the success of the pilot, and a model for extending the pilot should it be successful.

The instructor may provide a specific format for the proposal or may chose to leave the format up to the student.

<i>Components</i>	<i>% of Grade</i>
Compose a business case	20%
Implementation planning	30%
Models of Change	30%
Presentation of Results	20%
TOTAL	100%

Scaling Exercise

Students will work in teams to complete an exercise to scale a desired behavior in a population.

The target behavior and population may be provided by the instructor, or selected by the team with approval of the instructor.

The students will develop and implement a program to scale the desired behavior.

At the conclusion of the exercise, the team will prepare and deliver a presentation of the exercise. The presentation will include the objectives, the methods chosen and how they addressed emotions and beliefs to affect behaviors, and the final effects of the exercise on the target population.

The presentation will also include an analysis of the methods employed and the lessons learned by the team.

<i>Components</i>	<i>% of Grade</i>
Elicit and grow excellence	40%
Emotion, Beliefs and Behavior	30%
Group Presentations	30%
TOTAL	100%

Technology Transition Plan

Students will complete a plan to transition a technology implementation to steady state operations.

The plan will be based on a transition case provided by the instructor, or using a transition case known to the student with permission of the instructor. This exercise can be done individually, or in pairs, at the discretion of the instructor.

Based on their analysis of the case, students will determine what actions are needed to convert from an implementation to steady state operations. The plan will also provide communications section which will detail how the transition will be communicated to the affected stakeholders.

The instructor may provide additional guidance on the format of the deliverables.

<i>Components</i>	<i>% of Grade</i>
Implementation planning	30%
Roles and Relationships	30%
Models of Change	10%
Presentation of Results	30%
TOTAL	100%

Instructor Determined Activities (including participation)

Students will participate in activities as defined by the instructor. Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions. Student will be graded on their ability to present, explain or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the course. Other instructor determined assignments may include, but are not limited to research tasks, outlines, and drafts of required assessments, peer reviews, journals, and readings. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation. The instructor may modify the grading components for his or her assignments as appropriate.

<i>Components</i>	<i>% of Grade</i>
Quality Discussion Participation	60%
Meets requirements in a timely manner	20%
Writes clearly, concisely, and grammatically.	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES AND STUDENT SUPPORT SERVICES

As a City University of Seattle student, you are responsible for understanding and adhering to all university policies. CityU also provides additional services for students. A comprehensive list of the most current versions of all university policies and services can be found in the [University Catalog](#).

Academic Integrity

City University of Seattle defines a violation of academic integrity as any act that constitutes cheating or misrepresentation of the author of an individual's scholarly work. Student behavior that demonstrates academic dishonesty or evidences lack of academic integrity is strictly prohibited.

- [Academic Integrity Policy & Procedures](#)

Safe Educational Environment

City University of Seattle is committed to supporting an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the university.

- [Title IX Information & Procedures](#)
- [Canadian Sexual Violence and Misconduct Policy](#)

Disability Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements.

- [Disability Support Services](#)